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agencies of transfer are the building up of "attitudes of orientation," the increased facility in holding and manipulating a large number of visual elements at the same time, and the development of methods of analysis and attack.

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Standards for Measuring Junior High Schools. By ERWIN E. LEWIS.
Iowa City: University of Iowa, 1916. Pp. 30.

The numerous students of educational problems who have found difficulty in ascertaining in the midst of conflicting claims just what is meant by "a junior high school," will discover a very satisfactory treatment of the subject in the bulletin recently prepared by Mr. Lewis. Mr. Lewis has made a careful analysis of the diversified literature which pertains to the junior high school, on the basis of which he describes ten major characteristics or "standards," namely: (1) entrance requirements, (2) classification of pupils, (3) grades included, (4) housing, (5) courses, (6) method of promotion, (7) departmentalized instruction, (8) preparation of teachers, (9) student advisory system, and (10) supervised study.

Each of the foregoing points is further defined from the point of view of a standard junior high school. While many readers will undoubtedly differ from the author as to the points which enter into the measurement of the "standard" junior high school, all will welcome the clarifying effect which Mr. Lewis' treatment of this mooted subject affords. The work is introduced by a historical consideration of the points involved and concluded by a well-selected and annotated bibliography of twenty-one titles.

FRED C. AYER

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Food Study: A Textbook in Home Economics for High Schools. By MABEL THACHER WELLMAN.

This book seems to have covered the ground pretty thoroughly, and to be a source of reliable information gathered from standard works and authorities. The class experiments are clear and definite, the summary questions and references most comprehensive.

But in an attempt to put the material together for "certain advantages in presentation, as the early introduction of such subjects as meals and serving," a most illogical and confusing plan has been followed. It is quite reasonable to devote the first five chapters to a study of fruits and various methods and principles of preservation, although a general introduction to micro-organisms should precede a specific study of molds, yeasts, and bacteria. The next four lessons, under the heading "Use of Water in Cooking" take up the preparation of *potatoes*, *eggs*, and *cereals*, while later starch and rice are discussed. A much